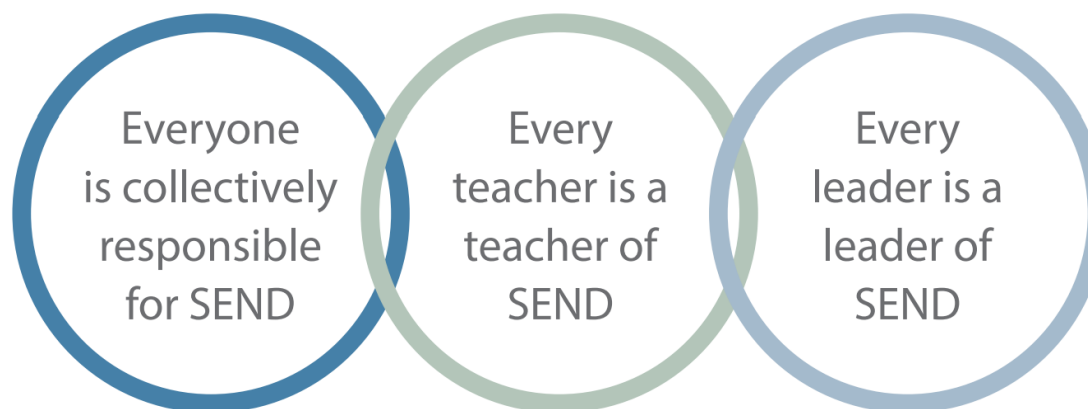


Patchway Community School Universal offer 2024-2025

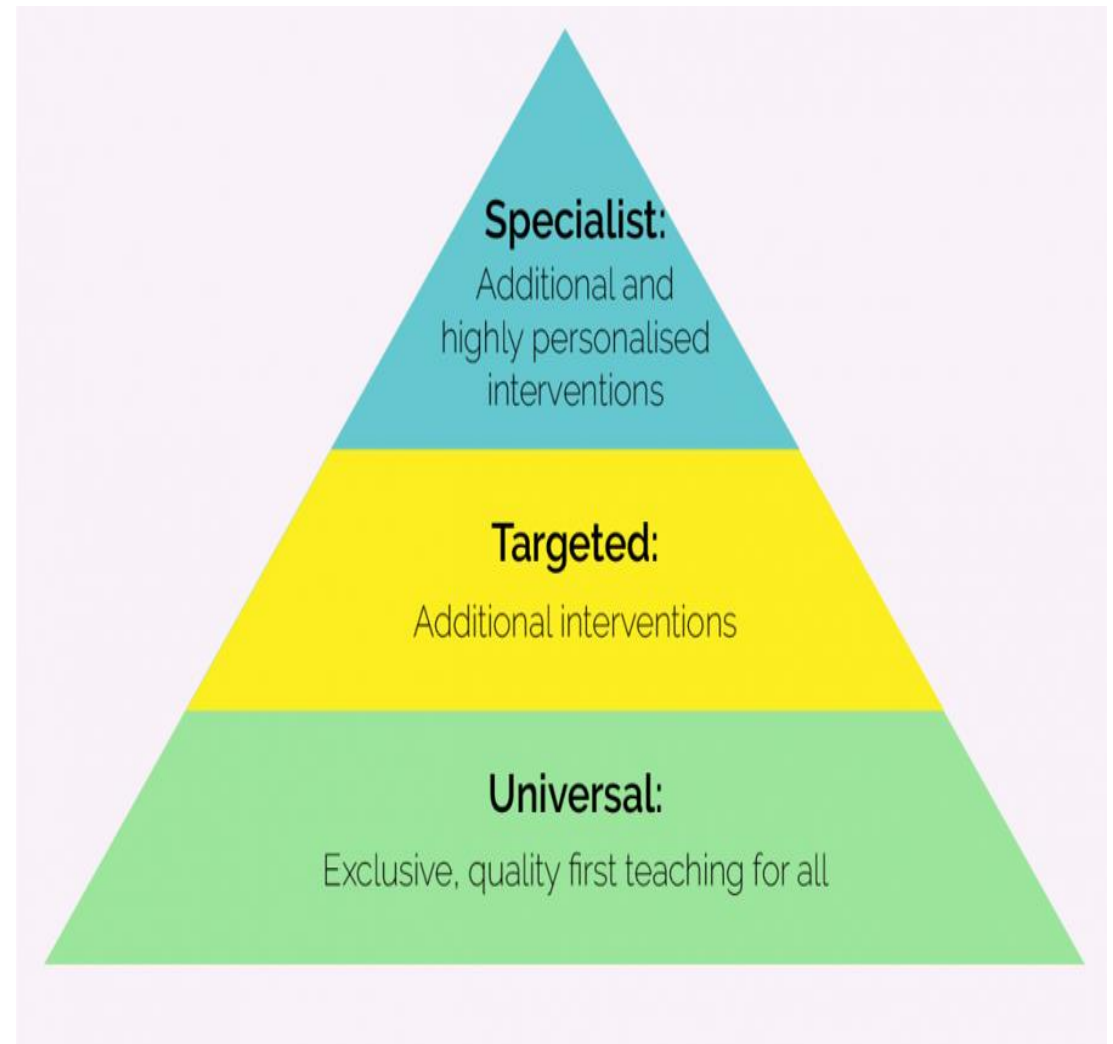
- The Universal Offer is a strategic tool that classroom teachers can use to help support students in the first instance, who are not making progress in their lessons and may have special educational needs.
- The Universal Offer also outlines what support the Learning Support Faculty can offer for students who are not making progress despite quality first teaching and reasonable adjustments made by classroom teachers.
- The Universal Offer is also for parents and carers to understand how PCS supports students with SEN and what provisions the school will provide.
- This document is intended to work alongside our Patchway framework for learning and Learning strategy which ensures quality first teaching in the classroom.
- The Assess, Plan, Do and Review cycle sits at the heart of this provision map with the progress and needs of students being regularly reviewed as part of this cycle and information being shared between classroom teachers and the learning support faculty to see if additional support is required.
- The Universal offer is a recognition that every teacher is a teacher of SEND and has responsibility for ensuring the best possible outcomes for our students with SEND



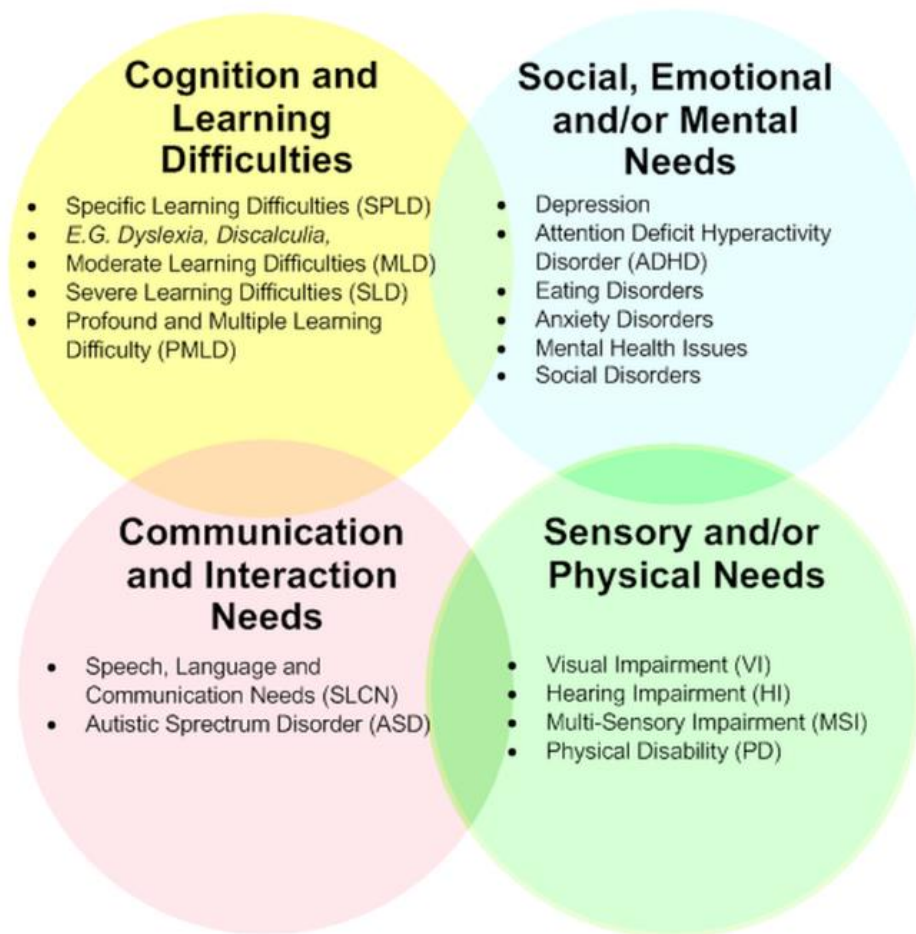
Specialist: These students continue not to make progress despite targeted intervention and universal quality first teaching. Outside support is contacted for help and advice. These students will usually have an EHC plan or be in the process for applying for an EHC plan.

Targeted: Despite quality first teaching and classroom teachers deploying strategies from the universal offer these students continue not to make progress and additional interventions are required to support these students. These students will be on the SEN register and their progress will be monitored 3 x a year overseen by the learning support department. These interventions work alongside the adjustments made by the classroom teachers.

Universal: Students are supported by quality first teaching in the classroom by the PCS8 teaching and learning strategy. In addition some student may benefit from additional support from the classroom teacher using strategies listed below. These students will not be SEN or will be on the SEN monitoring list. If they are on the SEN monitoring list they will have a learning plan which will highlight specific strategies the classroom teacher can use to support the student. Their progress is monitored by their classroom teacher and the RSL for SEN.



Special educational needs can be broken down into four broad areas however some students may have needs across multiple areas of SEN. This forms the basis of the support we put in place for these students outlined in the universal offer below.



(SEND Code of Practice 2015, Chapter 6.28-6.35)

PCS PROVISION MAP 2023-2024	Universal: Monitored by classroom teacher and RTL for SEN.	Targeted : Monitored by the intervention lead, classroom teacher, CTL for the subject and the SENCo	Specialist: Monitored by SENCO and Assistant SENCo
	Promoting Inclusion in the Classroom	Additional support/SEN Support	Personalised intervention and Complex Needs

COGNITION AND LEARNING Assess, Plan, Do and Review	<p>Reports 3 times a year, regular parent Consultations and assessments.</p> <p>RTL of SEN to monitor assessment data 3 times a year and highlight students not making progress</p> <p>Teachers have access to a range of strategies on Edukey to support the student.</p> <p>Resources such as: Writing frames/ Speaking frames Key words / vocabulary / knowledge organisers Literacy mats/Sentence starters/Coloured paper or overlays/Chunking aid</p> <p>Exemplar work, modelling learning tasks and Techniques</p> <p>Careful selection of font style, size and spacing and background colours when using texts or power points</p> <p>Instructions reinforced on board or on instruction Sheets</p> <p>Progress checks throughout the lesson</p> <p>Use of devices/IT to support learning</p> <p>Additional time, rest breaks, word processor, prompt to complete tasks and assessments.</p> <p>Formative feedback with strategies to improve work.</p> <p>Access to homework club and library after school.</p> <p>Subject report cards.</p>	<p>Numeracy Intervention (Where available)</p> <p>Lexonix and Leap Literacy Interventions (Where available)</p> <p>Targeted intervention: handwriting, phonics SPaG,(Where available)</p> <p>Working Memory and processing interventions (Where available)</p> <p>Key Stage 4 P6 lessons</p> <p>Access arrangements and exam provision</p> <p>Teacher led withdrawal/small group provision for focused learning opportunities.</p> <p>Key worker</p> <p>Termly monitoring of progress through the Assess, Plan, Do and Review cycle.</p> <p>Visual timetables</p>	<p>In addition to the support offered at the targeted level:</p> <p>Individualised Personalised learning targets as part of the EHC Plan outcomes</p> <p>Structured conversations 3 times per year to include the annual review</p> <p>Educational Psychologist and outside agency guidance and advice</p> <p>Key workers</p> <p>TA support (where available)</p> <p>1:1 Tuition Services</p> <p>Specialist Mentoring</p> <p>Access Arrangements provision</p> <p>Personalised timetable</p> <p>Enhanced transition and Summer School opportunities</p> <p>Reduced timetable as a result of Inclusion leads meeting</p> <p>Termly monitoring of progress through the Assess, Plan, Do and Review year group meeting</p>
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COMMUNICATION AND INTERACTION Assess, Plan, Do and Review	<p>In addition to support offered in Cognition and Learning.</p> <p>Regular check ins, to encourage pupil voice, develop awareness and reflection</p> <p>Quiet space with little distraction</p> <p>Structured classroom/school routines</p> <p>Clear resources with key information and little extraneous information</p> <p>Use of visual aids and symbols</p> <p>Positive phrasing</p> <p>Stress balls and fiddle sticks</p> <p>Simplified language use</p> <p>Parental engagement</p> <p>Shortened and simplified instructions</p> <p>Careful consideration of seating plans to support communication</p> <p>Supporting staff's knowledge and understanding of different types of SLCN and strategies to support.</p> <p>INSET training and support for staff</p>	<p>In addition to support offered in Cognition and Learning</p> <p>Mediation and restorative conversation to support students in dealing with conflict</p> <p>Social skills group work intervention (Where available)</p> <p>Referral to Speech and Language therapist.</p> <p>Language for Behaviour and Emotion intervention (Where available)</p> <p>Talkabout Intervention (Where available)</p> <p>Mentoring to build resilience and self-esteem</p>	<p>In addition to support offered in Cognition and Learning</p> <p>Referral to Paediatrician</p> <p>Referral to Speech and language specialist</p>

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SOCIAL AND EMOTIONAL MENTAL HEALTH Assess, Plan, Do and Review	<p>In addition to support offered in Cognition and Learning.</p> <p>PSHE curriculum</p> <p>Tutor mentoring and support</p> <p>Student Support Team and pastoral system</p> <p>Access to school nurse</p> <p>Seating Plans optimised</p> <p>Consistent use of rewards and sanctions</p> <p>Provision of a safe learning environment in every Classroom</p> <p>Supportive Groupings, with a range of roles in groupings</p> <p>Restorative meetings</p> <p>Making provision within lesson planning for some 1:1 interaction with key students</p> <p>Using a relational approach to behaviour.</p> <p>Offering choice and options and take up time.</p> <p>Allowing time to calm down and reflect.</p> <p>Building relationships over time</p> <p>Access to whole school enrichment opportunities</p> <p>INSET training and support for staff</p>	<p>In addition to support offered in Cognition and Learning.</p> <p>Transition Support (Year 6- 7)</p> <p>PCS counselling service</p> <p>Mental Health Support team service – Low intensity Cognitive Therapy.</p> <p>Creative Youth Network (Where available)</p> <p>Student support plan or learning plan.</p> <p>Anxiety and Resilience Intervention (Where Available)</p> <p>Anger Management Intervention (Where Available)</p> <p>Social skills intervention (Where available)</p> <p>Thrive interventions (Where available)</p> <p>Sports Mentoring (Where available)</p> <p>Drawing and Talking Therapy (Where available)</p> <p>Access to pastoral support at the Wellbeing hub.</p> <p>Transition Timetables</p> <p>Boxing Therapy (Where available)</p>	<p>In addition to support offered in Cognition and Learning.</p> <p>Parent Consultation</p> <p>ART referral (Access and Response Team) Referral</p> <p>Referral to CAMHS</p> <p>EHAP (Early help and assessment plan) opened.</p> <p>Personalised timetable with a different school day</p> <p>Primary Mental Health Worker: consultation, referral, involvement at EHAP meetings.</p> <p>Use of Alternative learning providers for students unable to participate in mainstream education.</p> <p>Child in Need referral where thresholds are reached</p> <p>Personalised timetable Reintegration agreements with inclusion Lead.</p> <p>Student support plans or learning plans reviewed termly Monitored through the termly Assess, Plan, Do and Review meetings.</p>
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SENSORY AND PHYSICAL Assess, Plan, Do and Review	PCS Accessibility plan Staff awareness of physical impairment Enlarged Resources Simplify displays Considering seating position Furniture use e.g. is the table the correct height? Use pen grips, writing slopes etc. Templates for graphs charts etc. Use of seating plan so that the student can easily access the teacher, equipment and see the board Differentiated PE Accessible site – automatic doors at entrance, Accessible toilets, designated parking spaces etc. Training and support for staff	Students requiring medication and Individual Health Care Plans have access to trained first aiders in the Student Support Services team and their medication is held here. All students requiring this will have a care plan which parents have been involved with and where the school health nurse may have been involved.	Liaison with external agencies where students needs require an Individual Health care plan (as appropriate) Referral to Occupational Therapy Support Sensory Support Service (VI and HI Teams)